Boroughmuir
High School

JUSTUS ET TENAX

Plan for Improvement
2025-26

Respectful * Inclusive * Resilient

School Information	
Head Teacher	Kate Fraser
Link QIEO	Euan Alexander

School Statement: Vision, Values & Aims, Curriculum Rationale

Boroughmuir High School Vison & Values
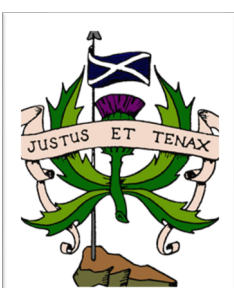
At Boroughmuir, the foundations of belonging are rooted in being supported to be respectful, inclusive and resilient

The vision of Boroughmuir High School is to ensure a confident, nurturing and inclusive learning community where all achieve their true potential and embrace life's challenges.

At Boroughmuir, we strive to provide an enriching and equitable learning experience that empowers all learners to achieve their full potential. Aligned with the City of Edinburgh Council's vision of creating a fairer, greener, and healthier society, we are committed to fostering an inclusive environment that reduces poverty, promotes well-being, and supports sustainability. Our curriculum reflects these values, offering a broad general education (BGE) in S1-S3, leading to personalised pathways through National 4/5, Higher, and Advanced Higher qualifications. Senior pupils also benefit from opportunities at neighbouring schools and Edinburgh College, further enhancing their learning and career prospects. In addition, all young people are offered leadership opportunities as part of their curricular offering in S5, with additional whole school leaderships roles in S6.

Quality Indicator	2024-2025	2025-2026	2026-2027
		Three Year School Plan for Improvement	
1.3	Continuation of practitioner enquiry. Extended to the learning community	Staff working groups re-established Transparent staff leadership roles with clear remits Ring fenced management time for CLs to meet.	School staff continuing to drive improvement planning across the school through well embedded working groups and leadership roles.
2.3	Continuation of practitioner enquiry. Extended to the learning community. Further embedding of digital technology to support inclusion – accessibility functions and iPad as planners.	THRIVE embedded as infrastructure to support effective teaching and learning across the learning community. Effective feedback whole school priority	THRIVE embedded as architecture to support effective teaching and learning across the learning community. Modelling and scaffolding the next focus as a high impact teaching strategy rooted in on-going metacognition work.
3.1	Development of programme to support well being and achievement.	Embed new supports for inclusion across the school. Continue to strengthen universal support through whole school autism training and supporting SfL teachers to support more in the classroom.	Continued focus on the features of an inclusive classroom. Widening of further pathways for learners still working within level 2 and early level 3 at the end of the BGE.
3.2	All staff use appropriate interventions for all 'at risk' students. This includes using the Circle document. Develop and evaluate interventions tracking for at risk learners.	Develop robust intervention programme for those at risk in BGE, to align with the senior phase model. To strengthen moderation within the BGE to increase confidence with regards BGE levels. To celebrate and tracking wider achievement across the school. To conduct a curriculum review,	Vision for Curriculum 2028 agreed for Boroughmuir High School. Boroughmuir Pledges forming a Boroughmuir Baccalaureate.
Additional QIs			

School Improvement Priority 1 2025-26	
Priority	Teaching and Learning
Person(s) Responsible	Juliet Presley, Damian Hayes, Kate Fraser
Next Steps from Standards and Quality Report	• Increase collaborative working so there is an increase from 54% to 60% of staff stating they are given the opportunity to share and learn from colleagues in other settings. • Staff increase their confidence using THRIVE to underpin their planning of the teaching and learning episodes. Three temperature check ins– confidence level at 90% by May. • Increase from 80% to 82% the number of pupils who are happy with the quality of teaching in our school. Increase from 91% to 92% the number of parents who are happy with the quality of teaching in our school. • The co-construction of a toolkit of strategies to support effective feedback with staff and learners – triangulation – observations, pupil feedback, questionnaires highlight positive impact and development of a whole school toolkit of effective practice. • Close the disparity by 5% between the achievement of literacy at level 3 and the achievement of a national qualification, which suggests under reporting at the end of S3. • Create a new process of tracking at risk in BGE, using ACEL, NSA and tracking data. There will be a clear system to tracking those at risk from S1, with a 5% reduction of 5s for progress over the course of the year. • Moderation activities within and across faculties to develop a more consistent use of new CEC Working Levels and Target Levels. Survey staff at the beginning and the end of the year with regards professional confidence in moderating BGE levels. Aim for a 10% improvement in confidence levels. • Increase % parents agreeing that the school helps support learning at home from 60%-70%. • Establish the learning hub alongside a SFL classroom to further support young people with ASN. Survey staff to check for staff confidence with regards understanding the role of the spaces. Confidence level at 80% by Easter with regards the rationale of the inclusion provision. • Conduct pupil trails for pathway 1 pupils to ensure needs being met at classroom level. Increase from 71% to 75% staff who agree that the school has effective strategies to support young people with their learning. Most observed lessons to highlight impact of autism training. • Monitor the numbers of those that start a Higher course and those that compete it – aiming to keep % withdrawals under 5%. – with a key focus on supporting CE learners to remain in course.

HGIOS 4 QIs	**NIF Priority**
2.3 1.3 1.1	Closing the gap between the most and least disadvantaged. Achievement with a focus on literacy and numeracy.

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
The school community is keen to progress from a 4 to 5 with regards teaching and learning.

Staff are aware that this comes with consistency, having a shared understanding of what effective teaching and learning looks like, and working collaboratively.

The data collected by HGIOF highlighted that feedback, providing impactful and actionable next steps for learning, could be strengthened.

Consistent and enhanced pedagogy, with a clear focus on the development and moderation of meaningful feedback in the BGE will help support consistency with regards moderation of CfE levels, and increased staff confidence.

Continue to develop consistent and enhanced pedagogy, with meaningful feedback, | August – staff divided into trios and the plan for the year shared.

August – whole staff engagement with THRIVE.

Sharing of THRIVE with pupils - Assemblies and pupil parliament.

CLPL about effective feedback – universal during in-service day. Targeted – as part of optional CLPL programme

Metacognition work across the learning community – with a focus on feedback – time during every in-service day.

Moderation activities across the school, learning | Clear infrastructure to support learning visits – 1 complete by Oct, 2 by Dec, 3 by Feb.
Ring fenced collaboration time during the Jan in-service day. JP

THRIVE learning visit framework developed by Sept to support discussions about observed teaching and learning. Two learning community CAT sessions. JP

Input during August in-service from Dylan Wiliam. Toolkit developed and tested with feedback strategies rooted in evidence. Time during each in-service day to revisit and gather strategies.JP

JP organise a plan of pupil focus groups across the year to gather evidence of impact.

Staff lead for metacognition across the LC in place by Aug 2025. | • Increase collaborative working, so there is an increase from 54% to 60% of staff stating they are given the opportunity to share and learn from colleagues in other settings. JP
• Staff increase their confidence in using THRIVE to underpin their planning of the teaching and learning episodes. Three temperature check ins– confidence level at 90% by May. JP
• Increase from 80% to 82% the number of pupils who are happy with the quality of teaching in our school. Increase from 91% to 92% the number of parents who are happy with the quality of teaching in our school. JP
• A toolkit of strategies to support effective feedback have been developed with staff – triangulation – observations, pupil feedback, questionnaires highlight positive impact and development of a whole school toolkit of effective practice. JP
• Close the disparity by 5% between the achievement of literacy at level 3 and the achievement of a national qualification, which suggests under reporting at the end of S3. DH
• Create a new process of tracking at risk in BGE, using ACEL, NSA and tracking data. There will be a clear system to tracking those at risk from S1, with a 5% reduction of 5s for progress over the course of the year. DH
• Moderation activities within and across faculties to develop a more consistent use of new CEC Working Levels and Target Levels. Survey staff at the beginning and the end of the year with regards professional confidence in moderating BGE levels. Aim for a 10% improvement in confidence levels. JP | 100% of staff engaged in learning Trios.

Staff evaluation during each in-service day.

Data gathered during observations. Pupil questionnaires. Pupil focus groups. Toolbox created. Evidence of impact during observations.

ACEL data

Tracking data in BGE – reduction in those not on track to achieve their target. 100% of all subject areas engaged in school, learning community and CEC BGE moderation activities.

Weekly ASL meetings |

which will in turn help to support inclusion and universal support for all within the classroom, strengthens resilience and can contribute to greater numbers of learners completing senior courses commenced in Aug,	community and city with regards moderation and assessment in the BGE Clarifying SfL referral process to offer more support for inclusion in the classroom, and additional support for SfL learning space.	Framework Fridays included within the WTA to support all staff engagement in CEC moderation activities. Development of Homework strategy linked to practice at home. Increased confidence with regards achievement of a level with CfE - DH Raising attainment working group to visit one school a term to look outwards.- DH	• Increase % parents agreeing that the school helps support learning at home from 60%-70%. • Establish the learning hub alongside a SFL classroom to further support young people with ASN. Survey staff to check for staff confidence with regards understanding the role of the spaces. Confidence level at 80% by Easter with regards the rationale of the inclusion provision, CP • Conduct pupil trails for pathway 1 pupils to ensure needs being met at classroom level. Increase from 71% to 75% staff who agree that the school has effective strategies to support young people with their learning. Most observed lessons to highlight impact of training. - CP • Monitor the numbers of those that start a Higher course and those that compete it – aiming to keep % withdrawals under 5%. – with a key focus on supporting CE learners to remain in course. DH	evaluating referrals from classroom teachers and CLs. Data collected during pupil trails Data surrounding withdrawal of levels

Evaluation (January, May)

School Improvement Priority 2 2025-26	
Priority	Track and monitor the wider achievement opportunities for all
Person(s) Responsible	Damian Hayes. Clive Hembury, Clare Paterson and Kate Fraser
Next Steps from Standards and Quality Report	100% of extra-curricular activities will be tracked using the new tracking system. 100% of S1 pupils will have reflected upon the skills they are developing through the wider achievement programme. - All BHS pupils will have accessed three opportunities. All CE and PEF learner will have accessed four opportunities. - All schools in learning community have S6 learners supporting learners with literacy and numeracy. - Increase % of S5s achieving a leadership qualification to 60%. 90% completion of the Business Foundation Apprenticeship. 95% pass rate. - Curriculum review paper published by Easter 2026. - There will be a wider achievement celebration event in May 2026. - Team of 10 SCQF Ambassadors established. - Increase the % of staff agreeing that they had regular opportunities to take up leadership roles from 78% to 80%.

HGIOS 4 QIs	NIF Priority
1.3 2.2 3.1 3.2 3.3	Skills and sustained positive school leaver destinations. Mental health and well being Closing the gap between the most and least disadvantaged.

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
Boroughmuir is committed to make sure that all young people have access to cultural capital that is an essential dimension of their curriculum experience. Moving forward, Boroughmuir High School wishes to track, monitor and intervene when this is not happening is currently not happening.

Boroughmuir is committed to making sure that all young people are not simply supported to achieve the very best academic qualification, but also have the breadth and depth of skills, that they are able to articulate, which will help secure a sustained positive destination

Boroughmuir is committed to reviewing is current curriculum offering, to ensure that pathways are adequate and the infrastructure efficient.

Boroughmuir is committed to supporting the CLPL for staff, supporting | All trips, clubs, volunteering, recorded om Tracking systems. Reports created to monitor. Interventions for those that are not engaging with wider curriculum opportunities.

Focused tracking of CE, PEF and SIMD 1-4 to ensure their engagement with cultural capital.

Learners able to articulate the wider skills and experiences they are being exposed to.

Successful delivery of the Business Foundation Apprenticeship

Team of SCQF pupil ambassadors selected – begin with those completing the FA | Tracking of pledges set up on Pupil Tracking by Aug- CH

Revisit Boroughmuir pledges Aug CAT session – staff engagement with regards how facilities are contributing to the achievement of the pledges – DH

Tracking of Wider Achievement added to agenda of ASL. PSLs to be involved in identifying and supporting learners not accessing wider achievement opportunities. CP

Rebecca Kelly to tracking CE and PEF.

System created for S1 learners to reflect upon their engagement with the wider curriculum – this will be either Unifrog, myWOW or Teams. DH leading evaluation on this.

Widen leadership programme in S6 with tutors being trained to support literacy and numeracy in P6 and P7. CP to launch with S6 in Aug, training by Sept weekend, in LC from October.

Business FA running - CB CL lead.

Staff looking outwards to gather evidence with regard opportunities and threats of a change in curriculum structure. | • 100% of extra-curricular activities and wider achievement opportunities will be tracked using the new tracking system. CH
• 100% of S1 pupils will have reflected upon the skills they are developing through the wider achievement programme.
• All BHS pupils will have accessed three opportunities. All CE and PEF learner will have accessed four opportunities. CP
• All schools in learning community have S6 learners supporting learners with literacy and numeracy – CP
• Increase % of S5s achieving a leadership qualification to 60% - DH
• 90% completion of the Business Foundation Apprenticeship. 95% pass rate. - CH
• Curriculum review paper published by Easter 2026. – CH
• There will be a wider achievement celebration event in May 2026 - DH
• Team of 10 SCQF Ambassadors established - CH
• Increase the % of staff agreeing that they had regular opportunities to take up leadership roles from 78% to 80% - KF | Tracking of WA on Pupil Tracking.

Targeted tracking of CE and PEF pupils.

100% of S1 pupils have written reflections on the wider skills and attributes they are developing.

S6 literacy and numeracy mentors in 3 out of 4 schools in learning community.

Recording of leadership qualification.

Tracking of Business FA.

Production of Curriculum Review Paper.

Wider Achievement celebration in August. |

professional development and unleashing leadership.		Curriculum working group established – one outward visit a term – BHS curricular paper written by May 2026. Continue to support the leadership of middle management by ring fencing one hour of leadership time for them to come together every week to help lead and support whole school improvement and evaluation of current curriculum. Ailsa Stratton CL lead. Reestablish voluntary staff working groups to take forward agreed whole school priorities. Groups shared June 2025. 4 hours of CAT time plus time to meet during in-service days – KF to create the necessary infrastructure. Vibe programme and leadership academy offered to all CLs - KF		SCQF ambassador programme is up and running. Staff questionnaire with regards the opportunities for them to undertake leadership roles.

Evaluation (January, May)

School Improvement Priority 3 2025-26	
Priority	Strengthening Positive Relationships across the School
Person(s) Responsible	Kate Fraser, Claire Paterson
Next Steps from Standards and Quality Report	A reduction in the number of staff commenting that they feel the relationships policy is applied inconsistently, and effectively, across the school. (30% of comments referred to this 24-25).
	100% of pupils receive a positive communication home.
	Increase attendance by 0.05%. Close disparity between average PEF attendance and average whole school attendance by 1%, from 7% to 6%.
	Continue with zero exclusions for CE.
	Monitor % difference between CE/PEF cohort to ensure a maximum difference of 2% with rest of the school with regards numbers of positive referrals.
	Increase % of staff agreeing that the school's vision and values underpins their work from 75% to 80%.
	100% of S1 classes have S5 Humanutopia heroes attached to the class. 80% positive feedback from registration teachers and S1 pupils.
	Increase to from 60% to 65% the number of pupils who agree that the school listens to their views. One school parliament a term. Pupil Improvement plan written and evaluated.
	Achieve Bronze award for Rights Respecting Schools.

HGIOS 4 QIs	NIF Priority
3.1 1.3 3.2	Human rights for all young people Mental health and well being

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
There is a feeling from some staff that the current relationships policy is not consistently applied across the school.

There is a desire to strengthen the systems in place to celebrate when pupils are getting it right (in line with Dix's view of praise in public, reprimand in private).

If relationships across the school can be further strengthen, it can help to support all measures of engagement and help to close the current 7% disparity regarding attendance between those entitled to free school meals and the average school attendance.

A clear focus on strengthening positive relationships across the school can be a proactive measure and help to continue the zero exclusions for CE. | Clear and consistent relationships policy, rooted in relevant national and local policy.

Celebrating positives embedded within each lesson and clearly communicated with home.

Heros visible around the school (Hoodies)? Drop in supports
Positive role models for junior classes – supporting registration

All S1 classes to have two S5 mentors attached, to be | Existing policy being co-constructed with all staff and pupils, in line with the revisiting values of the school. CLs using Thursday leadership time to co-create. Will be taken to pupil voice. Launched with staff and pupils in August – CB.

Continue work highlighting our learners with protective characteristics, including CE, and consider impact of the policy upon this group – whole school autism training August 2025. ASN directory/Class Charts. - CP

Launch system to celebrate positive behaviours – training in place for the new system in August in-service day – CB

Humanutopia training June and Aug 2025.
MVP training Aug 2025
Positive masculinity inputs - TBC | A reduction in the number of staff commenting that they feel the relationships policy is applied inconsistently, and ineffectively, across the school. (30% of comments referred to this 24-25) – CB

100% of pupils receive a positive communication home. – CB

Increase attendance by 0.05%. Close disparity between average PEF attendance and average whole school attendance by 1%, from 7% to 6%. CP

Continue with zero exclusions for CE.

Monitor % difference between CE/PEF cohort to ensure a maximum difference of 2% with rest of the school with regards numbers of positive referrals. CP

Increase % of staff agreeing that the school's vision and values underpins their work from 75% to 80%. KF | A transparent flow diagram to support positive relations across the school, with improved clarity with regards thresholds underpinning escalation.

Monitoring of referrals.

Staff questionnaires, temperature check in during each in-service day.

Attendance data.

Exclusion data

Monitoring of positive referrals. |

The school is keen to promote positive masculinity – most referrals in relation to dysregulated behaviours and verbal abuse of staff and others are from male pupils.

Not all voices are currently represented in the pupil voice structure. A full school parliament with elected representatives from each PSE class, meeting termly, will help strengthen pupil voice and increase the % of pupils who thinks that the school listens to their views. | role models during registration.

Once new positive relationships policy is launched, monitor all referrals for S1 male pupils, who are being supported by Heros.

Clear infrastructure for authentic pupil voice across the whole school, supporting change | CB monitoring data collected through the new relationships policy,

Termly meeting of pupil parliament involving representatives from each PSE class.
House meetings, followed by pupil parliament, followed by meeting with SLT
Each house team to have an improvement plan priority.
Lyndsey Vine – staff lead, supported by DH. | 100% of S1 classes have S5 Humanutopia heroes attached to the class. 80% positive feedback from registration teachers and S1 pupils – DH

Increase to from 60% to 65% the number of pupils who agree that the school listens to their views. One school parliament a term. Pupil Improvement plan written and evaluated. DH

Achieve Bronze award for Rights Respecting Schools. – CP? | Engagement of Heros with S1 classes – attendance. Evaluation gathered.

Clear infrastructure for pupil parliament – meeting once a term- with representation across all year groups and protective characteristics.

Successful in gaining recognition |
Evaluation (January, May)				
	Collect evidence for RSS bronze award			